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THE WHITE HOUSE
WASHINGTON

*POTUS
to make
rec phone
call*

TO: *Downa*

FROM: MICHAEL K. DEEVER
Assistant to the President
Deputy Chief of Staff

Information

Action

*lets do a phone memo
for the President on
the items he mentions.*

THE WHITE HOUSE
WASHINGTON

TO:

KS

FROM:

MICHAEL K. DEEVER
Assistant to the President
Deputy Chief of Staff

Information

Action

*pls give to DR
for his info.*

RONALD REAGAN LIBRARY
TRANSFER/PARALLEL/OVERSIZE FILE SHEET

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FROM:

Collection Deaver, Michael K: Files

Series IV. Subject File

File Folder Title/Casefile #/NSC # Private Sector Initiatives 1983

Miscellaneous 1983 Incoming to MKD from Jim Coyne (3)

Box Number 55

Description of Material:

Memo, James K. Coyne to Michael K. Deaver,
8/5/1983, 2p. (w/notations)

TO: Presidential Handwriting File:

Collection: Staff Member and Office Files

Series: _____

File Folder Title/Casefile #/NSC # Private Sector Initiatives 1983

Miscellaneous 1983 Incoming to MKD from Jim Coyne (3)

Box Number: 55

Transferred by: K. Barton Date: 6/27/11

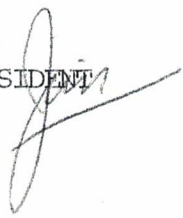
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THE WHITE HOUSE
WASHINGTON

August 5, 1983

*Mike - is there
any thing in recognition of
that school - bottom of 2nd page
that might be
useful?*



MEMORANDUM FOR MICHAEL K. DEEVER

FROM: JAMES K. COYNE, SPECIAL ASSISTANT TO THE PRESIDENT
PRIVATE SECTOR INITIATIVES

SUBJECT: PSI LIGHTS

Warren Center of Learning in Springfield, Ohio - President Reagan meets with "Nhanny", a vietnamese refugee and her adoptive mother, Evelyn Heil, and presents them with 2 checks in the amount of \$5000 each for the continuation of the Warren Center, a school for children with severe learning problems. The money was donated by W. Clement Stone of Combined Insurance in Chicago.

National Center for Therapeutic Riding in Washington, D.C. a program which Mrs. Reagan is a longtime supporter of, teaches more than 600 emotionally or physically handicapped how to ride horses. She has been instrumental in raising private funds for the center.

Belmont Conference - the office of Private Sector Initiatives and the National Center for Neighborhood Enterprise of Washington, D.C., sponsored a conference for community program innovators, government policy makers, and academicians at the Belmont Center in Maryland on the 27th, 28th and 29th of July. A report on the findings will soon be published.

CABINET

Small Business Revitalization Program (SBA) - a partnership announced in 1982 between HUD and SBA, involves the leadership of Governors in twenty competitively selected states and depends on the participation of local, elected, business and financial leaders. To date, 360 business projects have been identified and a goal to have \$500 million in approved loans by December is realistic.

Strategic Planning for Cities and Counties - HUD recently began a series with public officials and private sector leaders from Dade County, Florida, Cincinnati, New Orleans and St. Petersburg, to identify a process by which public/private collaborative efforts can help cities to strengthen their local economies and enhance the local quality of life.

Plain English Project - The Department of Commerce sponsored a conference for corporate executives to help them recognize the financial gains in using easy to read contracts, warranties, insurance policies and other consumer documents.

Trade Fair Certification Program - A Department of Commerce program encourages public/private partnerships for domestic and overseas export trade exhibitions, completed its first successful year in June. 57 trade shows have been granted certification and 47 are in review.

Ronald Wilson Reagan Scholarship - ACTION Agency officials attended a luncheon in July at the Grant Hyatt Hotel in Illinois to announce the winners of the Eureka College Scholarship program sponsored by the private sector.

Touch America Project - the Department of Agriculture has sponsored an inter-agency, inter-departmental public/private partnership for youths 14 to 17 years old. This volunteer program matches the manpower needs of the Forest Service and the National Park Service with the opportunity needs of youth for education, training and services.

Agricultural Summit Meeting - over 80 agricultural leaders from the private sector recently met with USDA officials in a two day conference discussing domestic and international issues with a focus on public/private partnerships.

PRIVATE SECTOR

Greater Wichita Food Bank - The Sedgewick County Republican Central Committee recently sponsored a community food drive with over 800 individual and businesses contributing about 6½ tons of non-perishable commodities and over \$1000 cash. More than 1600 families were assisted by the effort.

Partnerships in Education - Cornell University will receive more than \$7.5 million from Corning Glass Works, Eastman Kodak, and Union Carbide over the next six years to create a new biotechnology Institute. The announcement demonstrates the partnership -- rather than philanthropic -- nature of recent business support for higher education.

Corporate Giving Clubs - Since July 1982, five new clubs have been established. 926 companies, up from 426 last year, are participating nationwide. The purpose of the organization is for corporations to give 2% - 5% of their pre-tax income to charity.

Minuteman Vocational Technical School District, Lexington, Mass - The Director of Food Service and Training writes to say the President's position on merit pay and recognition of educators through master teachership is a policy they have had for the past six years. Minuteman is an innovative school that has a McDonald's restaurant, for education, training and school meals, in its building.

K = 537

MINUTEMAN REGIONAL VOCATIONAL TECHNICAL SCHOOL DISTRICT



Ronald Fitzgerald
Superintendent Director

Renzo Ricciuti
Assistant Director

William Callahan
Principal

758 MARRETT ROAD, LEXINGTON, MASSACHUSETTS 02173-7398 TEL. (617) 861-6500

June 28, 1983

Mr. James K. Coyne
Special Assistant to the President
Private Sector Initiatives
The White House
1600 Pennsylvania Avenue
Washington, DC 20500

Alex
Good Ed. project

Dear Jim:

Thank you for your letter of June 13. Enclosed please find two news stories on May 26, the second June 23. Both stories were considered sufficient enough for front page coverage which brings me to my point of this letter.

Please give what we are doing consideration because we will need assistance at the national level to ease this new concept through the multitudes of regulatory bodies this project faces.

I believe what we are doing is in line with the President's position on public education and would be glad to serve as an example of how to improve education without gouging the taxpayers.

Harry Axelrod who is an important fund raiser in Massachusetts for the Republican party and most likely the person who will submit the best proposal is in favor of serving as an example of how to improve Public Education by creating a partnership with industry.

Now that education has become a political subject perhaps our concept is happening at the right time.

Please advise at your convenience.

Sincerely,

Peter Crafts
Director of Food Service & Training

PC:cb

MINUTEMAN REGIONAL VOCATIONAL TECHNICAL SCHOOL DISTRICT



Ronald Fitzgerald
Superintendent Director

Renzo Ricciuti
Assistant Director

William Callahan
Principal

758 MARRETT ROAD, LEXINGTON, MASSACHUSETTS 02173-7398 TEL. (617) 861-6500

Massachusetts

July 8, 1983

[Handwritten signature]

Highlights

State file

*Copy of inc. to schedule
F/E*

Mr. James K. Coyne
Special Assistant to the President
Private Sector Initiatives
The White House
1600 Pennsylvania Avenue
Washington, DC 20500

Dear Jim:

Minuteman students were in Louisville competing in the VICA competition and had the opportunity to hear President Regan speak about education.

The President's position on merit pay and recognition of educators through master teacherships is a policy we have had for the past six years. We have found it, as the President stated, "to give those who perform at a superior level additional incentive to continue."

Research, development and improvements to public education for our students are recognized and I have enclosed our descriptions of merit and master teachership for your review.

The National Education Association and the American Teachers Federation may not accept what President Regan is proposing but at Minuteman we have been doing it for six years and it's working well. It is our position (administration and teachers) to expand master teacher positions the next two years.

Please convey to President Regan that his positions are correct and we are living proof of his convictions that educators will respond if incentives are available. We are recognized at this school as innovators and leaders in vocational education at the public school level by our peers.

Enclosed please find information of our latest innovation, "The Energy House."

Sincerely,

[Handwritten signature of Peter Crafts]

Peter Crafts
Director of Food Service
and Training

Enclosure

ACTON • ARLINGTON • BELMONT • BOLTON • BOXBOROUGH • CARLISLE • CONCORD • DOVER
LANCASTER • LEXINGTON • LINCOLN • NEEDHAM • STOW • SUDBURY • WAYLAND • WESTON

Ronald Fitzgerald
Superintendent-Director
Clifford Easton
Assistant Superintendent
Academic Programs & Planning
Ranze Ricciuti
Assistant Superintendent
Technical Programs
William Callahan
Principal



MINUTEMAN REGIONAL VOCATIONAL TECHNICAL SCHOOL DISTRICT

ACTON • ARLINGTON • BELMONT • BOLTON • BOXBOROUGH • CARLISLE • CONCORD • LANCASTER
LEXINGTON • LINCOLN • NEEDHAM • STOW • SUDBURY • WAYLAND • WESTON

758 MARRETT ROAD, LEXINGTON, MASSACHUSETTS 02173 (617) 861-6500

~~DRAFT FOR DISCUSSION~~ OK MS

April 15, 1981

Subject: GUIDELINES ON MERIT AND SUPER-MAXIMUM SALARY DIFFERENTIALS FOR TEACHERS
To: All Teachers

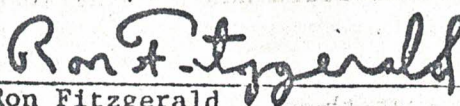
These guidelines are subject to future revision by the Superintendent or by the School Committee, the latter being the ultimate authority on salary differentials. The guidelines are:

1. A merit differential may be awarded to any teacher at the discretion of the School Committee. A super-maximum differential may be awarded at the discretion of the Committee to any teacher who has reached the maximum standard step on his or her level of the salary schedule.
2. The Committee will not consider awarding a merit or super-maximum differential unless a positive recommendation has been defined in writing to the Committee by the Superintendent-Director.
3. Merit and super-maximum differentials are awarded for one year only with no guarantee or implication that they will be continued in subsequent years. For example, as these new guidelines are published all current merit placements are scheduled to end in June of 1981.
4. The Superintendent-Director will make his recommendations on the basis of his/her personal observations and/or on the basis of observations and recommendations defined by other administrators and evaluators.
5. Merit and super-maximum placements will be regulated so that they represent very special recognition. While there will not be an exact "quota" or "limit", we do not even anticipate the possibility of making such awards to over 15% of the total teaching staff. In fact, under 10% would be a more realistic estimate after several years of recognition. We shall not be recognizing "good" or "excellent" service with such differentials; that level of service shall be expected from everyone.
6. The merit or super-maximum differentials will be considered for those teachers whose performance is considered truly OUTSTANDING AND SUPERIOR in at least two of the following areas:
 - ✓ a. SUCCESS AT TEACHING judged by such factors as --
 - (1) Positive student reaction to the teaching.
 - (2) Scholastic and technical growth of students.
 - (3) High placement of student in jobs or post-secondary study programs.
 - (4) Success of students in jobs or post-secondary study as such seems to be related to efforts of specific teachers.
 - ✓ b. EFFECTIVE SERVICE TO OTHERS (beyond teaching) judged by such factors as --
 - (1) Unusually effective and efficient operation of such school procedures as planning, advisory committee operation, budgeting, revenue raising, building supervision, evaluating, providing information to the public and helping peers.
 - (2) Development of high-impact programs and services beyond one classroom, shop, or department.

GUIDELINES ON MERIT AND SUPER-MAXIMUM SALARY DIFFERENTIALS FOR TEACHERS

- ✓ (3) Dedication of significant extra time and effort to student activities and to important special projects like elimination or reduction of discriminatory behavior.
- c. POSITIVE COMMUNICATION LEADERSHIP judged by such factors as --
 - ✓ (1) Obvious and consistent promotion of team work and harmony (as opposed to jealousy, complaints and rumors) among different categories of staff members.
 - ✓ (2) Infectious modeling of a "can-do" and "solving" approach to school problems.
 - ✓ (3) Earning the admiration of others for dedicated service without personal aggrandizement.
 - ✓ (4) Success in helping students to communicate and to project their thoughts and feelings with dignity, gracefulness, and sensitivity to others.

Any teacher granted a merit or super-maximum differential will be provided with letter certification expressing appreciation for the reasons for which the differential is awarded.



Ron Fitzgerald
Superintendent-Director

RF/ch

AGREEMENT BETWEEN THE
MINUTEMAN REGIONAL VOCATIONAL TECHNICAL
SCHOOL DISTRICT COMMITTEE
AND
MINUTEMAN REGIONAL FACULTY FEDERATION

July 1, 1981 -- June 30, 1984

APPENDIX A (Continued)

- b. subsequently delivered official transcript or certificate evidence verifying completion of predicted credits or growth points by the August 31st before the September in which the salary increase would become effective.
NOTE: A receipt for delivery by August 31st should be requested from the Superintendent, Assistant Superintendent, or Principal.

All teachers are responsible for ensuring that salary eligibility predictions are reasonable for realistic budgeting planning.

8. MERIT AND SUPER-MAXIMUMS: The Committee on recommendation of the Superintendent and at its discretion may grant a merit differential of up to \$500 annually and a super-maximum differential of up to \$1,000 annually to any teacher. The Superintendent will publish guidelines and standards for merit and super-maximum placement and will make such available to teachers who request same.
9. SUMMER WORK: Teachers hired by the Committee for summer work outside the self-supporting summer school will be paid at the rate of 2.5% of their base annual salary per week of summer work. The base annual salary will be the school-year base salary listed on the last annual contract issued to a teacher before July 1st of the summer in which he or she works.
10. SENIOR TEACHERS: Senior teachers may be appointed on an annual basis at the discretion of the Committee. During the year when he or she is granted or reappointed to this status, a teacher will be paid a differential adjustment of 10% of his or her base salary. Any summer work assigned to senior teachers will be paid at the rate of 2.5% of adjusted base salary (not including coaching or any other extra duties) per week of summer work as described in #9 above.
11. HOURLY TEACHING: Teachers assigned to teach formal classes after 3:30 p.m. in the regular school year or in the district's self-supporting summer school will be paid as follows for each full hour of teaching:

Certified Teachers in Their Areas of Certification	Year	Uncertified Teachers or Those Teaching Outside Their Areas
Step 1 = \$10.75	1981-1982	Step 1 = \$10.50
Step 2 = \$11.00		Step 2 = \$10.75
Step 1 = \$11.00	1982-1983	Step 1 = \$10.50
Step 2 = \$11.50		Step 2 = \$11.00

NOTE: Step 2 will be assigned by the program director on the basis of a teacher's previous experience and evaluation by the director with input from students.

12. INITIAL PLACEMENTS: Initial placements on the teacher salary schedule will be recommended to the Committee by the Superintendent-Director. A certified teacher may be given credit for up to ten recent and successive years of

**MINUTEMAN
TECH
LEXINGTON, MASS.**

STAFF HANDBOOK

ON

MANAGEMENT

AND

EVALUATION

SYSTEMS

SEPTEMBER, 1979

REVISED SEPTEMBER, 1980

**RON FITZGERALD
SUPERINTENDENT**



SENIOR AND MASTER TEACHER JOB DESCRIPTIONS

- h. Strong focus on promoting high standards of appearance, language, work habits, honesty, and concern for others among Minuteman students and staff. This includes a focus on constructive public relations.
 - i. Expansion of public service through special regional programs (adult education, ROP, service to feeder schools, etc.). Again, this includes a commitment to positive public relations.
 - j. Use of an approved customer comment card in every shop serving the public.
 - k. Dependable and proper fulfillment of district/building regulations and procedures for planning, budgeting, fiscal operation, cluster/department/program coordination, and record-keeping.
4. Keeps the appropriate supervisor thoroughly informed on the status of attempts to achieve approved goals and objectives.
 5. Organizes staff members and activities in and around the cluster/department to achieve approved goals and objectives.
NOTE: This demands a high level of constant, two-way communication oriented on problem resolution rather than generation of conflict.
 6. Motivates cluster/department members and other district employees, again through observance of positive-focus communication procedures.
 7. Monitors, measures, evaluates programs and personnel.
 8. Defines and implements staff development or growth programs on the cluster/department level. Contributes to district/building staff development programs.
 9. Tends to solve most problems with available cluster/department resources. When that is not possible, requests added resources within a well-documented format of alternatives, advantages, and disadvantages.
 10. Ensures complete and effective preparation for advance approval of all curriculum programs.
 11. Analyzes problems in terms of potential benefits for students and other named groups.
 12. Accepts special assignments to the best of his/her ability and manages pursuit of same with scheduled performance objectives and written status reports thereon.

II. MASTER TEACHER:

Master teachers are appointed by the School Committee on an annual basis to address building-wide duties beyond individual departments or clusters. Such positions offer temporary training in administrative operations and may lead to reappointment for more than one year in some cases. However, these positions are not supervisory in nature, and appointees must revert to their previous associate or staff placement whenever reappointment is not voted.



Staff Photo by Keith Williams

President Reagan waved the hard hat given to him yesterday.

President affirms his commitment to vocational classes

By SAUNDRA KEYES

Courier-Journal Staff Writer

Praising American workers as "the pistons that drive the engine of our economy," President Reagan told 6,000 cheering vocational education students and teachers yesterday that their classes are "just as important as any other."

"America has no higher stake than in the quality of your education, the sharpness of your skills and your opportunity to use them both in well-paying jobs," Reagan told students at the national Vocational Industrial Clubs of America Leadership Conference in Louisville's Freedom Hall.

"I have come here today to reaffirm my personal commitment: I am determined to see that you get all three."

The speech added little to the education themes Reagan has been stressing in a series of recent appearances across the country.

But it was vintage Ronald Reagan — and the crowd loved it.

"Texas thanks you!" that state's delegation shouted as Reagan ended remarks that variously praised his economic policies, attacked "the undisciplined spending of liberals in the Congress," and recalled a time "when vocational education was limited to making a pair of bookends."

"Ohio says 'Hi,'" that state's delegation screamed, just before Rick Bearden of Wetumpka, Ala., head of VICA's high school division, handed Reagan a red hard hat, which the president promptly donned.

Reagan's Louisville appearance was the first of two stops yesterday to push the education issues he has been promoting since April, when the National Commission on Excellence in Education released a report warning that a "rising tide of mediocrity" in schooling threatens the nation.

Speaking later yesterday to national student council leaders meeting near Kansas City, Reagan repeated his contention that federal aid is responsible for public education's problems.

"As some of us had warned, with federal aid came federal control — the growing demand for re-

State Sen. Jim Bunning appears to be in line for some help from President Reagan with his campaign for governor. Story, Page A 10.

ports and detailed applications for all the various categories of aid the federal government eventually offered," he said in Kansas.

"Over the same period, the schools were charged by the federal courts with leading in the correction of longstanding injustices in our society: racial segregation, sex discrimination, lack of opportunity for the handicapped."

"Perhaps there was simply too much to do in too little time," Reagan said.

Those have become familiar themes for Reagan in the last few weeks, when he has taken a back-to-basics approach, urged merit pay for teachers, and blamed federal education aid for many problems in public-school quality.

But in Louisville, he set those issues aside in favor of a ringing endorsement of vocational education — a subject mentioned only briefly in the National Commission on Excellence in Education's report.

Reagan's public references to conclusions of the commission, which was established in 1981 by his secretary of education, have been highly selective. And he appeared yesterday to disagree with a key premise of the commission's report, which begins with the warning:

"Our once unchallenged pre-eminence in commerce, industry, science, and technological innovation is being overtaken by competitors throughout the world."

Reagan told the VICA conference, "Some doomcriers are already saying we've begun to lose our edge. I don't think that's true." He added, however, that "There is no guarantee that 'made in America' will always mean the best."

Saying each generation must realize that America's greatness depends on "all our people with all their talents working together,"

See REAGAN

PAGE 10, col. 4, this section

August 20, 1982

Dear Mr. Crafts:

Over the years, I have witnessed many times the greatness of the American spirit. Compassion for others, creativity in meeting challenges, and determination to accomplish our goals are significant attributes of our people. One evidence of this spirit is the vitality of organizations such as yours.

I am pleased to extend my personal congratulations and commendation to you for your enterprise and for the generosity of the McDonald's Corporation for their willingness to provide training for your Culinary Arts students in Fast Food Management. Your involvement exemplifies the highest tradition of service to others and enhances the lives of all our citizens.

With best wishes for continued success,

Sincerely,

Mr. Peter Crafts
Director of Food Service and Training
Minuteman Regional Vocational Technical
School District
758 Marrett Road
Lexington, Massachusetts 02173-7395

cc: Jeanne Hyde
Jay Moorhead
M. Castine w/incoming for RR read file

Dr. Robert Brown
{ Richard Ahearn } *same person*
Frederick L. Ahern

RR/JMH/AVH/cbs--
P-42C(var)

Dear Mr. Crafts:

The President has asked me to thank you for your recent letter and for the Good News that McDonald's has agreed to finance, operate and train your Culinary Arts students in Fast Food Management. This is an innovative and positive step in fostering the partnership between the public and private sector.

Enclosed is a letter from the President for the dedication of this project.

This outstanding contribution represents a fine example of the concern and commitment the President would like to see generated across the country.

Thank you for sharing this exciting beginning with us.

Sincerely,

JAY MOORHEAD
Special Assistant to the President
Private Sector Initiatives

Mr. Peter Crafts
Director of Food Service and Training
Minuteman Regional Vocational Technical
School District
758 Marrett Road
Lexington, Massachusetts 02173-7398

Enclosure: Presidential dated 8/20/82

cc: M. Castine w/copy of incoming (RR Read File)
plus another copy and incoming to M. Castine for Highlights
Dr. Robert Brown (Department of Education)
Mr. Richard Ahearn, Federal Regional Council Chairman in Boston

JM/FS/cbs--

MINUTEMAN REGIONAL VOCATIONAL TECHNICAL SCHOOL DISTRICT

Ronald Fitzgerald
Superintendent Director

Renzo Ricciuti
Assistant Director

William Callahan
Principal

758 MARRETT ROAD, LEXINGTON, MASSACHUSETTS 02173-7398 TEL. (617) 861-6500

May 5, 1983

Mr. Jay Moorhead
Special Assistant to the President
Private Sector Initiatives
The White House
1600 Pennsylvania Avenue
Washington, DC

Dear Mr. Moorhead:

Enclosed please find two articles that give two different points of view on our McDonald's training program, one industry, one education.

I wish to update you on our plans to build a two hundred room Hotel, a 1000 person conference center and an exposition center on our school property. Last October I informed you of our plan and that we were in search of a private investor who was willing to invest up to fifteen million dollars to have this concept become a reality. We found the person, and it turns out to be a strong republican fund raiser in Massachusetts by the name of Mr. Harry Axelrod of Andover, Massachusetts.

Mr. Axelrod owns Inn Corp. Resorts and Conference Centers which owns and operates seven Sheraton resorts and convention centers in Massachusetts. Mr. Axelrod has indicated that if we can attain the necessary permits that allow him to build a hotel and conference center on school property he would be very interested in creating the first in the country business/education conference complex.

At this time our law firm has begun to investigate how we can accomplish building a hotel conference center on public school property and I will update you as soon as I have more concrete information to share with you. If you have any thoughts you feel will be helpful to us, please feel free to pass them along.

On another front, I have a bakery instructor who works for me who is a Korean War Veteran and is at the end of the month finishing his requirements for his Bachelors Degree. He has acquired this degree by attending college nights for the past eight years and will graduate summa cum laude. Is there any system within the White House that congratulates veterans for personal achievements such as this? This person, Norman Myerow, is the first member of his family ever to graduate from college and given his age and how he accomplished it I know it would be special if he could receive recognition

or Anne Higgins -

Another good Education Program
- Ed file/Mass
- Ack from J.C.
- refer to Ed contacts
- " E name # + Tom Paulsen
- Copy to sched. for file -

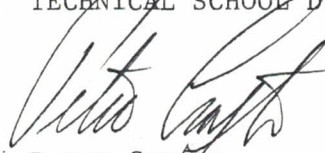
*for TB
OM
Paulsen*

Mr. Jay Moorhead
May 5, 1983
page 2

for his efforts. I would love to present him with something special.
Thank you for your support.

Sincerely,

MINUTEMAN REGIONAL VOCATIONAL
TECHNICAL SCHOOL DISTRICT



Peter Crafts
Director of Food Service & Training

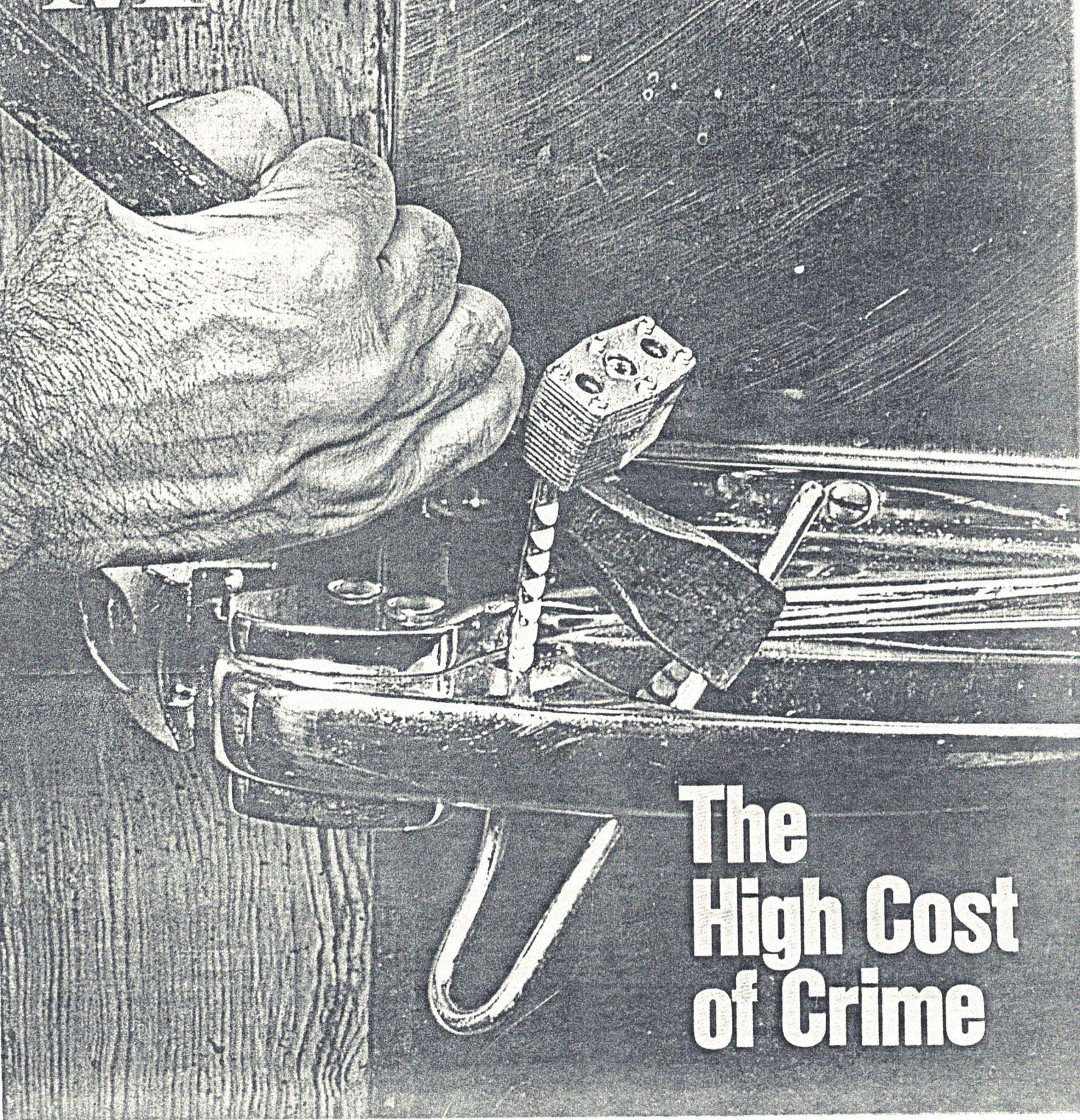
Enclosures (2)

Food Management[®]

SCHOOLS COLLEGES
HOSPITALS, NURSING HOMES
CONTRACT SERVICES

DECEMBER 1982 • TWO DOLLARS

AN HBJ PUBLICATION



The High Cost of Crime



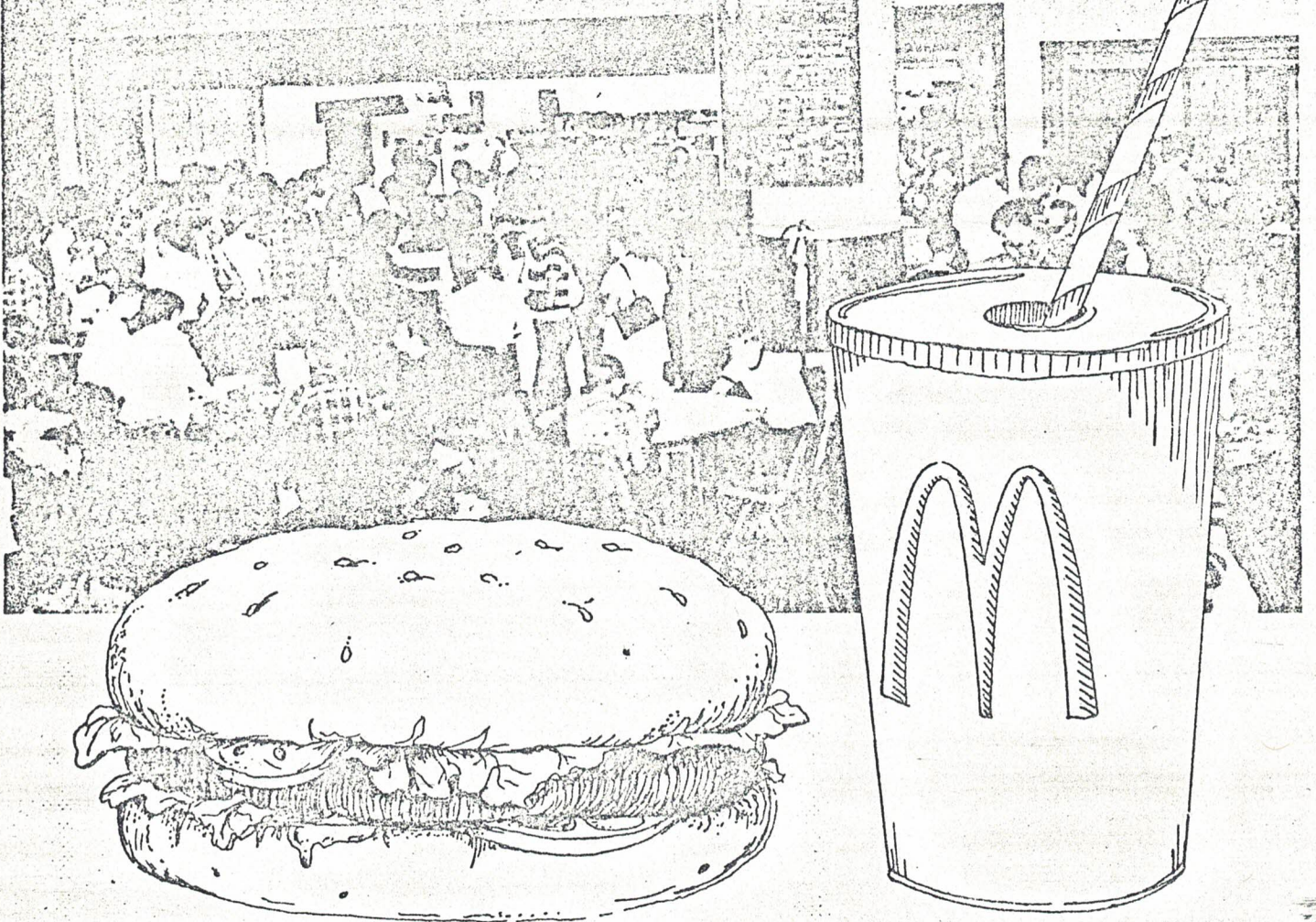
CAFETERIA



Can You Believe It?

McDonald's is a part of the school lunch service at Minuteman

McDonald



activities that draw on community support and interest, the more we have discovered others who are willing to help. IPL Computer Co. in Waltham, Mass., for example, is responsible for the special programming that makes our computer system so valuable and so easily used by students. An officer of the company donated 130 hours of his time to set up the program to our specifications. Recently, a former food nutritionist for the Apollo space program approached us about helping our students explore the job possibilities in nutrition and food research. Every day we find more and more people with no direct contact with food service education who are willing to offer us their tre-

mendous support services.

The real strength behind the culinary arts hospitality management program has been our advisory committee. Representatives from the industries that most directly affect the futures of our graduates, they currently include the owner of a top Boston restaurant, the head of the Harvard University food service, the manager of a large hotel, the owner of a gourmet restaurant and the executive vice president of the Massachusetts Restaurant Association. They help us find equipment, aid in job and college placement and give direction to all of our efforts.

With this kind of support, we are looking into the possibility of interesting a ma-

for hotel corporation in building a 1,000-room training hotel and conference center on Minuteman's 65-acre grounds. We've begun talks with some corporations, pointing out the attractiveness of our location near some of the most historic sites in the country. It's a major undertaking and an ambitious plan, but by joining resources, vocational educators and business have proved that they can work together to the satisfaction of each.

About the Authors

Peter Crafts is director of food service and training at Minuteman Regional Vocational Technical School in Lexington, Mass.

Cooking Up a Storm

by Peter Crafts

McDonald's is the most popular lunchtime spot for students and faculty at Minuteman Regional Vocational Technical School in Lexington, Mass. But that's all right with us. At Minuteman, the local McDonald's is in the school, right next to the regular cafeteria. And among its workers are Minuteman students who are learning fast service restaurant management.

Last September, Minuteman became the first school in the country to have a fast food operation run by a major corporation for educational purposes inside the school building.

Our interest in a fast food program began two years ago when we wanted to modernize the school's kitchen and bring our training methods up to date. The culinary arts hospitality management program is the largest within the school, which has a 1,200 student enrollment and 130 faculty members. Despite an average annual budget of over \$7 million, however, renovation funds were scarce.

Demands on the kitchen were great, since students also used it to prepare food for the school-run bakery and a full-service restaurant, both open to the public. A fast food operation seemed the perfect answer to the problem of feeding lunches to over 1,000 people in an hour and a half. With this in mind, we approached fast service restaurant corporations about the idea. McDonald's was the one that met the Minuteman School Committee's requirements.

In seven busy weeks, in time for the opening of school last September, McDonald's accomplished the remodeling program. The company underwrote an estimated \$300,000 in costs, building a 2,600-square-foot fast food unit with a glass-enclosed kitchen so observers can watch the staff at work. Renovations included the moving and remodeling of a 2,000-square-foot bakery, which now has a new walk-in freezer, and the building of a 1,000-square-foot cold kitchen for the school. McDonald's golden arches now shine right next to the regular cafeteria line, where food for the national school lunch program is available.

The company lease space from the school for its operation, which is the first

in Lexington. McDonald's pays its share of the utility bills and hires its own managers and part-time employees. The difference, however, is the presence of eight Minuteman junior-year students who spend five-week periods learning the basics of the operation at 16 work stations. Because they already have 1,000 hours of food service experience at this point, the students learn in five weeks what it takes other trainees nine months to cover. Students who do well at this level may enter an intensive management training program, which prepares individuals to go as high as swing manager positions.

The more we become involved with activities that draw on community support and interest, the more we discover others who are willing to help.

The students' on-the-job experience is backed up by classroom work and the use of audio-visual aids. McDonald's provides training instructors, with the school's chef instructor supervising the students' work. Co-op students are paid for their work at McDonald's and all graduates of the program can expect preferential treatment if they apply for work with the company here or elsewhere.

Minuteman has benefited by the addition of a few hands-on educational programs, by the renovation of its facilities and by the rental fees from McDonald's that can be used to maintain or replace equipment. Food production pressure on our kitchen facilities has been reduced, allowing instructors to spend more time on techniques and background material.

We've also seen the side effects among student workers in the cafeteria, restaurant and bakery, who are trying to figure out ways to "beat the competition" at the fast food operation.

McDonald's, in turn, earns community good will and acceptance, as well as aiding the development of competent management personnel. McDonald's executives have expressed their satisfaction with the venture and say they hope it leads to similar undertakings in other areas.

This recent cooperative project may be the most attention-getting of our programs but it isn't the first time we've benefited from community contributions or involvement. Hotel and restaurant chains, and even local universities, have donated over \$10,000 in equipment to us when they renovated their own facilities. Chefs, cooks and other employees have visited the school to give guest lectures and demonstrations. Representatives of computer companies and salesmen of other equipment show students how their products work. Industries are very helpful when we seek placement for our senior co-operative students.

The Massachusetts Retail Bakers, a trade association, is the host-sponsor for an intensified baking program provided by the school. Bakers with several years of experience upgrade their skills through this training. Restaurant and hotel employees can attend night courses at Minuteman for the same purpose. In some cases, the individual businesses defray the cost of tuition.

A chef instructor from the school is on full-time duty at the North East Correctional Center in Concord, Mass., where student inmates operate a 60-seat restaurant that serves lunch and dinner daily. Funded by a federal prison grant, this pilot program allows a vocational school to be the developer and supervisor of hands-on vocational programs for short- and long-term inmates. With the success of this program at a minimal security institution, we are looking into the feasibility of providing similar training at the maximum security Walpole State Prison.

The more we become involved with

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Coming Next Month

As technological innovation transforms the workplace, it becomes more important than ever that industry and vocational education be partners in training and retraining the workforce. May authors will tell you how to put a high-tech core into your vocational programs and will report on some successful collaborative efforts around the country. We will also carry articles on contract training, programs to train disadvantaged workers for jobs that can move them into productive life, and a way of returning teachers to industry for updating.

Cover by Jim Vincent

VocEd Themes

1983-1984

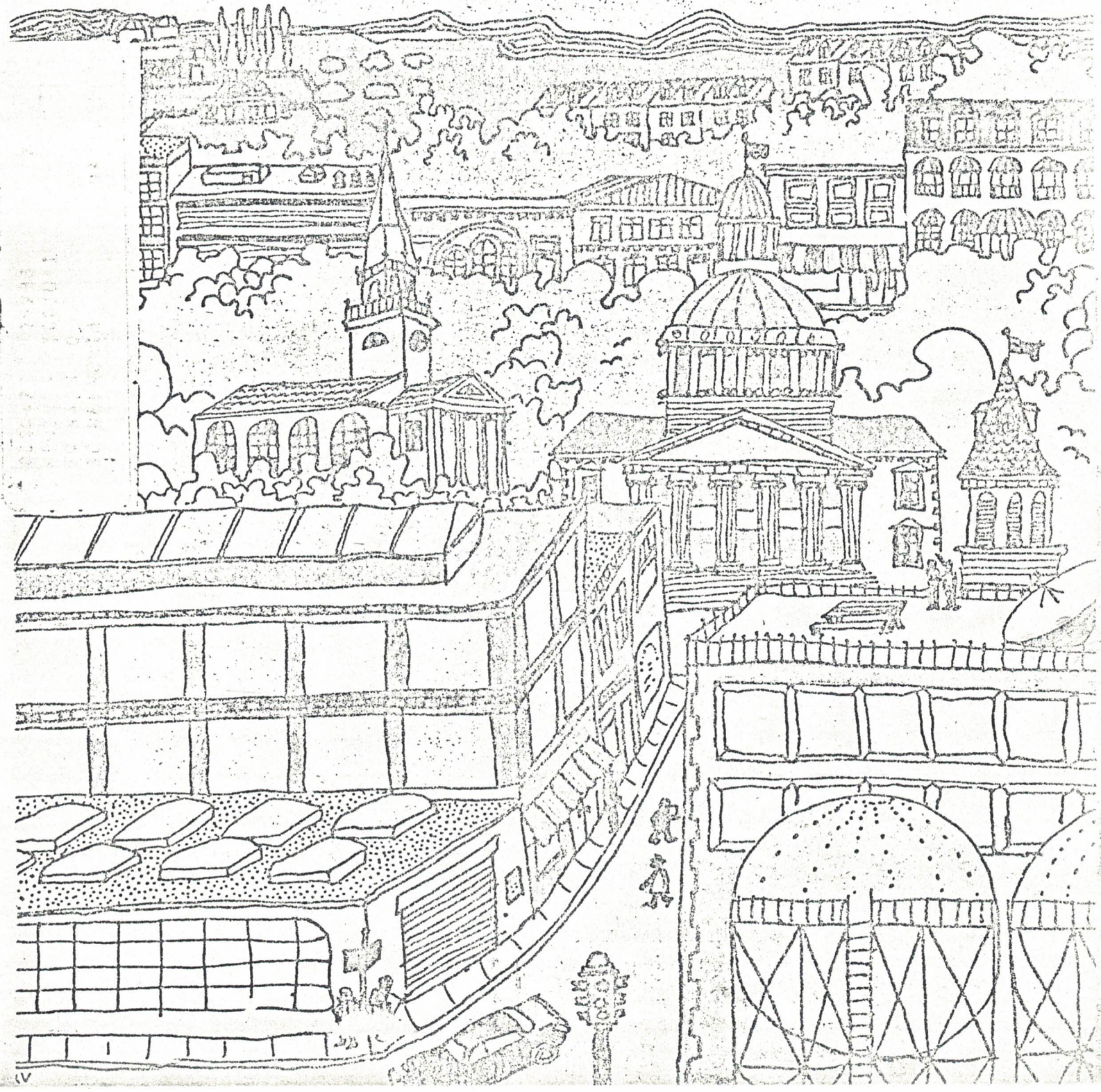
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VOCED

April 1983

Journal of the American Vocational Association

Tapping Into Community Resources



England regional office were willing to take a chance on the untried venture. (One of McDonald's major competitors was aware of Crafts' intentions almost a year in advance of the written proposal and even had blueprints drawn up but was unwilling to take the final step of making a firm commitment to the project.)

In addition to taking financial risks, McDonald's found itself for the first time in a position where it was not able to dictate the terms of the agreement.

"We've got a one-way contract," Crafts said, "and it's our way. McDonald's sent us a copy of its standardized agreement and we threw it away. We wrote our own, which was twice as long as theirs and said, 'Take it or leave it.'" They took it.

"Giving To The Community"

So then, what's in this for McDonald's?

The answers from McDonald's executives sound almost too altruistic to be taken simply at surface value. "I know this sounds corny," replied Doug Quagliaroli, the company's director of operations for the New England region, "but for McDonald's this is part of giving something back to the community."

Quagliaroli is right, it does sound corny, but then again becoming part of the community has always been one of the corporation's stated goals. Projects such as the Ronald McDonald Houses, set up at large hospitals to aid the families of seriously ill children, lend sincerity to such statements.

Bruce Reid, McDonald's regional vice president, explained the Minuteman situation as a mutually beneficial arrangement. "The school derives additional income, students will receive the finest fast food management training available and McDonald's will benefit by developing a new generation of management personnel.

"McDonald's has a long history of school involvement and we're proud to be a leader in this educational project," he continued. "We're extremely grateful for the support we've received from the school and the community of Lexington, and we hope our acceptance here leads to similar projects in other areas."

Operation within secondary schools would represent a novel area of expansion for the company, which already has restaurants at such diverse sites as the University of Michigan in

Ann Arbor, Children's Hospital in Philadelphia, the Toronto Zoo and Miami International Airport.

Crafts envisions the project and similar cooperative ventures as a way of opening up a new source of funds for equipment and training for students. He knows all too well that it is virtually impossible for schools to generate the capital required to institute a program on this scale. Crafts

"McDonald's sent us a copy of its standard agreement & we threw it away. We wrote our own... & said, 'Take it or leave it.'"

—Peter Crafts

is also aware of the attitude of many, even within the educational system, that vocational schools are somehow not "real" schools, that they are where the kids who are unable to make the grade in a regular high school are sent.

"Fast food and vocational schools both have image problems," Crafts said, "even though students at Minuteman must do twice as much as students in a regular high school and fast food is still real food."

He points out that the school does not accept all students who wish to go there. Minuteman students must also take standard academic subjects in addition to vocational training. A full range of college preparatory classes is also offered.

While 25 vocational majors are offered at Minuteman, culinary arts is by far the most popular area with enrollment of 150 students. Scheduling is arranged so that students spend from 8:30 a.m. to 2:30 p.m. in academic classes one week and the same amount of time in their vocational area the next week. This intensive hands-on experience helps prepare students for the rigors of a full-time job.

All students in the culinary arts program will spend 150 hours (one semester) in the fast service program and must exhibit basic proficiency in the job skills required at the unit's

various work stations.

Students who have demonstrated proficiency in the basic skills and express an interest in the fast service program may apply for the scheduled four semester long intensive management program. Students will learn the basic responsibilities of management trainees such as scheduling, book-keeping and supervision. Many of Minuteman's culinary students will have had background in these areas from their other studies and are expected to move quickly through the program.

A Superior Training Program

"One thing that really sold me on McDonald's was its training program," said Crafts. "It is far superior to anything I could create." In addition to hands-on training, McDonald's program includes classroom instruction and the use of both audio and visual aids. The McDonald's training program for new employees and for management trainees is now the core of Minuteman's fast service management course.

The students are not the only ones who will be receiving training from McDonald's. The company has agreed to send Crafts and other chef instructors to its New England regional training center in Westwood, Massachusetts. There the faculty members will undergo basic management training so they will have a better understanding of the program as it relates to Minuteman's students.

The core of the curriculum may have come from McDonald's, but a Minuteman faculty member oversees the classes and can make changes in the program or offer suggestions that might better suit the school's educational purposes. As Crafts explained, "We at the school have the final say in everything."

When Minuteman seniors demonstrate proficiency in a specific vocational program, they are eligible for cooperative employment in which they receive paychecks and vocational credit for their labors. Students in the fast service program will have the option of putting their skills to work in the Minuteman McDonald's and will be given preference in hiring by other McDonald's units as well.

Crafts sees the co-op program as a valuable part of the entire culinary training program. "It proves the stu-

"Hamburger High"

dents are employable," he said. "If they go on to college, which many students do, they can find jobs while they are in school. Very often these are more than entry level positions since the student has solid skills to draw upon."

Selection of students to participate in the trial fast service program was based on past performance. "We did that in order to give the program a chance to get off the ground," said faculty member Paul Denaro, who is charged with supervising the fast service management students' training. "Even some of these students were hesitant about the program at first, but once they got into it, for the most part the students were very excited." And the excitement continues.

How many students will choose to major in fast service management remains to be seen, but Crafts expects the number to be around 25% of each class. Of the first eight students ex-

Continued on page 82

posed to the program, four expressed interest in the fast food industry as a career, although that number may be high due to the novelty of the program.

There is no doubt that students are wildly enthusiastic about having fast food favorites available just steps away from the classroom. "It's great because now we don't have to sneak out to go to McDonald's," admitted one.

Another said, "I eat here three times a day—every day."

When asked if he minded paying so much more for a McDonald's lunch, a third student said, "No. We get things for free if we win on the contest cards."

A faculty member who was serving as monitor during one of the lunch periods remarked that he thought the cafeteria was considerably cleaner.

All comments have not been favorable, however. One of the custodians was heard complaining that it is now practically impossible to keep the cafeteria clean since it is open to the public. There is a lot more trash this year, he said, because all the McDonald's foods come in individual containers.

A Ripple Effect?

Crafts views the project as a marriage of business and education and hopes that it will set off a ripple effect throughout the industry. He sees such cooperation as being to the advantage of the corporations that are willing to take a chance. One additional benefit for McDonald's, for example, is that the New England region now has a test market store with an easily definable, primarily teenage audience where new products can be tried.

Crafts' next project is even more ambitious. He intends to convince a major hotel corporation to build a 1,000-room conference center and educational center and training hotel on Minuteman's 65-acre grounds. He has already begun talks with two corporations about the project. Crafts is of the opinion that such a project could be undertaken for a "reasonable" cost especially since the school is in such a prime location—eastern Massachusetts—within minutes of historic Revolutionary War sites.

The Minuteman McDonald's should help convince any doubters that it just might work. ■

This article was written by Robert Keane, former managing editor.

menu includes at least two and often three selections daily. On a typical day students are offered Southern fried chicken, corn fritters, garden salad, fresh pastry and milk, or an Italian sub sandwich, a cup of soup, dessert and milk. No doubt these selections are a bargain, at least in cost: 75 cents. At the McDonald's counter, lunch can cost from \$1.46 for a cheeseburger, French fries and milk to \$2.41 for a Big Mac, fries and a shake. Considering participation figures, however, cost has not inhibited a majority of students from buying the McDonald's lunch.

Okay, a fast food program makes sense, but why McDonald's? "They were the only ones willing to take the chance," Crafts explained, his grin and sparkling eyes completing the sentence.

A Risk For McDonald's

Indeed McDonald's is taking a risk. Under the terms of the contract between Minuteman and McDonald's, the fast food corporation is responsible for all costs associated with opening and maintaining the unit. These include purchasing and installing all the unit's cooking and serving equipment and all construction costs. McDonald's also assumed the expense of remodeling and relocating the school's production bakery to a former classroom that now includes a new \$10,000 walk-in freezer, purchased by McDonald's.

At many of its franchised units, McDonald's own the real estate and leases it to the franchisee. At Minuteman, McDonald's owns the restaurant but rents the space from the school. The fast food unit is also responsible for paying its share of the school's utility bills.

While the tight-lipped hamburger giant will not reveal—even to Crafts—

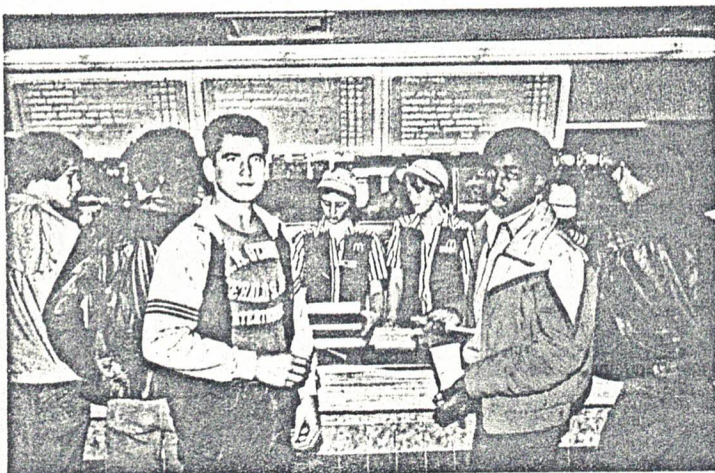


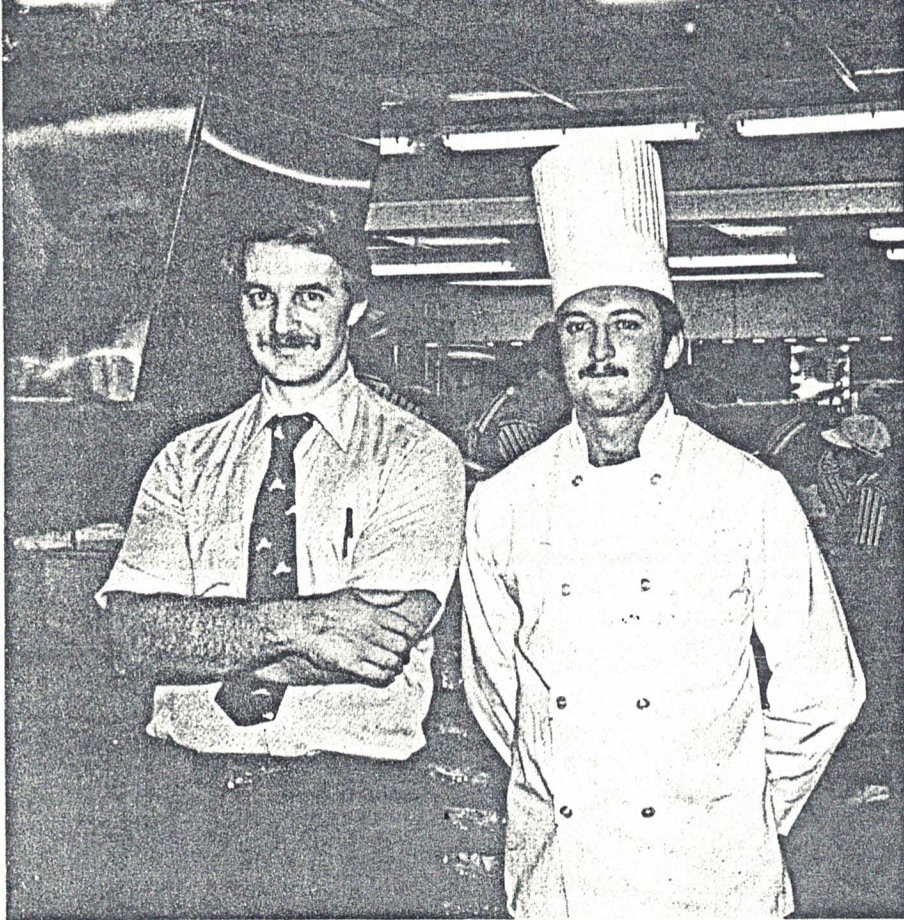
Students training in the Minuteman McDonald's experience back and front of the house operations from French frying (above) and grilling burgers (below right) to customer service (below left). Menus here are identical to other McDonald's and prices are considerably higher than those charged for a regular school lunch. Yet more than 80% of the students patronize the McDonald's.

what the actual costs were, Crafts estimates that it cost McDonald's nearly \$300,000 before the first hamburger was sold at Minuteman. "People think this is a drop in the bucket for McDonald's when it's really a quantum leap," said Crafts. He added that the fast food industry is by nature extremely conservative in outlook and generally follows a "me too" philosophy. "If an idea works for one company then most of the others will follow with an imitation. But most are afraid to be first in case they fail."

The history of the Minuteman McDonald's is a case in point. In the fall of 1981, Crafts submitted a written proposal to 12 national restaurant companies outlining the feasibility of opening a fast food outlet and cooperating with the school on a management training program. Most companies were quite reluctant to become involved. Some flatly refused, and while few initially expressed interest during the planning stages, only the executives of the McDonald's New

Continued on next page





Admitting that students were hesitant about the fast service program at first, foodservice director Peter Crafts (left) and program supervisor Paul Denaro (right) expect the program to become one of the most popular with 25% of the students majoring in this type of management.

anywhere in the country and represents a landmark experiment not only for public schools but for the world's largest restaurant company (last year McDonald's systemwide sales totalled \$7.3 billion). McDonald's picked up the bill for all equipment and other costs associated with opening the unit, pays rent to the school and is supplying training instructors.

Part of the experiment is a Fast Service Restaurant Management program, a scaled down version of McDonald's Hamburger University curriculum, which is the only such program currently available on the high school level. The new course has taken its place alongside the Minuteman culinary department's Hotel Restaurant Management, Institutional Cooking/Management, Wholesale/Retail Baking/Pastry, Restaurant Cooking and Purchasing and Receiving classes. Each culinary arts student must complete a basic study course in each area to graduate.

The other part of this experiment is competition. The McDonald's is located immediately adjacent to the traditional cafeteria line, which offers meals meeting National School Lunch Pro-

gram requirements.

At the official grand opening of the McDonald's unit on September 16 (the unit had already been open for more than a week), Dr. Ronald Fitzgerald, superintendent director of Minuteman School, began his speech with a joke: "I came down to the cafeteria today and saw that our regular school lunch program was in operation . . . and there were four or five students on line." The audience responded with the appropriate laugh, but Fitzgerald was not greatly exaggerating.

During the first few weeks of the school year participation was averaging 20% for the school lunch program and 80% for McDonald's. Crafts thinks that after the novelty wears off the ratio will be around 60% for McDonald's and 40% for school lunch.

The 10% to 15% of the school's 1,280 students who are eligible for free and reduced-price lunches cannot take the McDonald's option unless they can pay the full amount, in cash. The prices for McDonald's foods in the school are the same prices found at other McDonald's in the area.

As one would expect, the Minuteman McDonald's has attracted a tremen-

dous amount of publicity. There were national and local newspaper articles, evening news reports on three Boston television stations and a visit by a news crew from one of the national networks. According to Crafts there have been calls from several reporters in search of a good exploitation story, perhaps headlined with "The Big Hamburger Monster Rips Off Defenseless And Nave High School."

"I will argue the exploitation point with anyone," retorted Crafts. "This is a fantastic opportunity for students that the school could not afford to give."

The idea for the project first occurred to Crafts in 1980 when it became obvious that educational funding and money to support other services was becoming increasingly scarce on the federal, state and local levels.

"As the government cuts back funds for educational programs the private sector will have to help fill the void," he said. "With help from McDonald's, we can provide students with a superior fast food management training program using the best equipment and the most modern techniques."

Although this type of cooperation sounds like one of the Reagan administration's recurrent themes and a letter of commendation signed by the President is prominently displayed on his wall, Crafts is quick to point out, "This isn't going to stop if Reagan goes out of office."

Why A Fast Food Program?

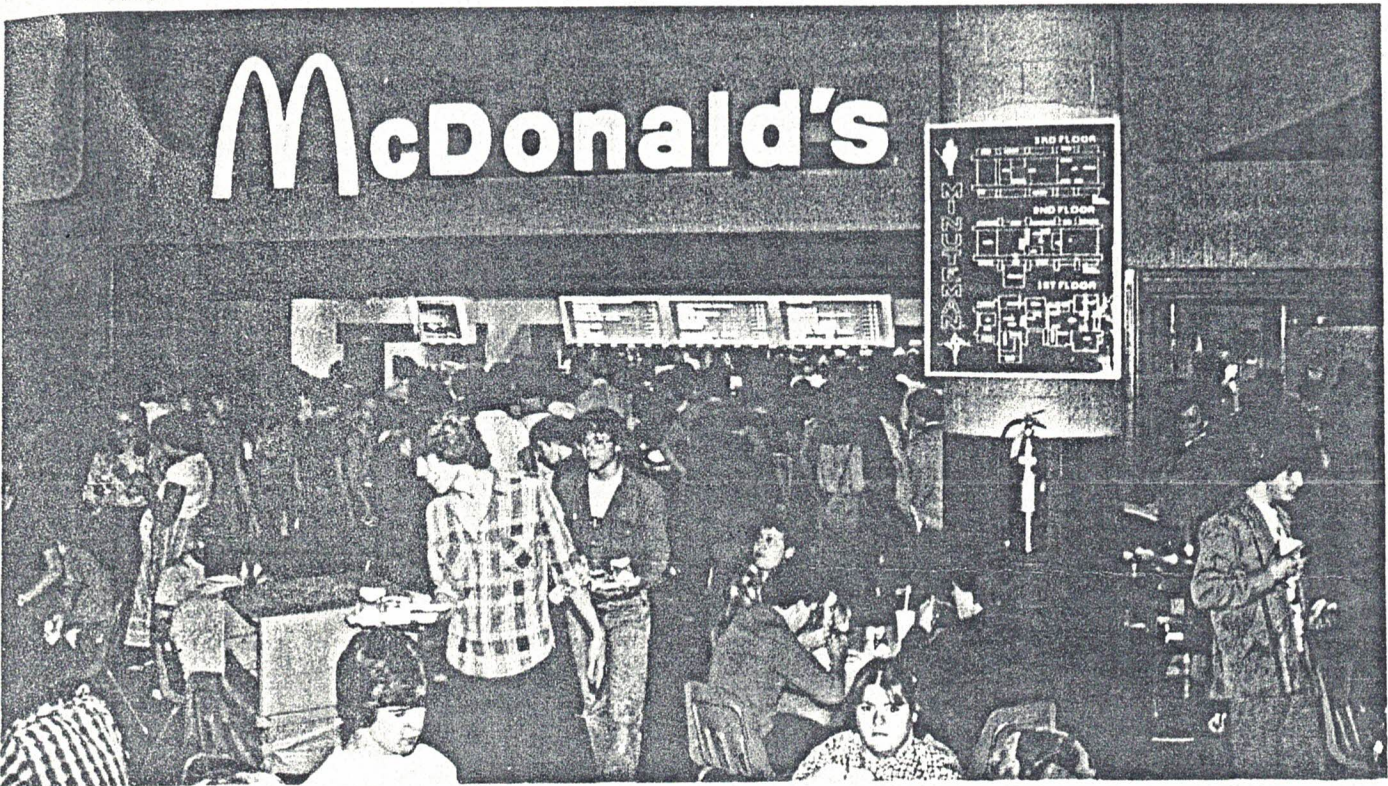
But why would a school that has traditionally emphasized culinary arts choose to offer a fast food program?

The "tremendous potential" for employment within the fast food industry at the present time—between five and 10 openings for every qualified manager—is one reason. A number of studies, including one by the National Restaurant Association, explains Crafts, claim that fast food will continue to be an area of steady growth for the next 10 to 20 years.

Then, too, there is the important matter of student food preference. Fast food is teenage America's food of choice and by allowing McDonald's to operate in the cafeteria, Crafts can address that preference with no additional expense to the regular foodservice department.

As for the school lunch program, Crafts said, "We're doing a lot more with school lunch this year and as a result the student is offered a much greater choice." The regular lunch

McDonald's



Fast food-styled hamburgers, fries and milkshakes are to high schools today as video games are to pinball parlors—they're nearly everywhere. Some schools have simulated the fast food giants right down to the menus and the uniforms. Benton, Arkansas, high schools even staged a four-year experiment in which McDonald's catered lunch to the students. But never did a commercial fast food restaurant of any kind set up operation within the walls of a

public high school . . . that is, until September 7, 1982. On that day McDonald's opened for business smack dab in the middle of the cafeteria of Minuteman Regional Vocational Technical School in Lexington, Massachusetts.

The brainchild of Minuteman's director of foodservices and training, Peter Crafts, this operation is intended as both an alternative to the regular school foodservice and as a classroom. It is the first project of its kind

Minuteman Opens Hamburger High"

Yes, you're looking at a "first"—McDonald's has brought Golden Arches & all to a high school cafeteria. It's all part of a revolutionary experiment in training & foodservice.

THE WHITE HOUSE
WASHINGTON

August 5, 1983

*File PSI
Bill
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MEMORANDUM FOR MEMBERS OF THE PRESIDENT'S ADVISORY COUNCIL ON
PRIVATE SECTOR INITIATIVES

FROM: JAMES K. COYNE

SUBJECT: Background Materials for Advisory Council Meeting
August 12, 1983 LaGuardia Marriott, New York

Though you will not be attending the meeting of the Advisory Council on August 12, Bob Galvin asked that I distribute these materials for your perusal. This package contains:

- 1) Agenda
- 2) Agenda for the subcommittees
- 3) Discussion paper

Shortly after the meeting, we will provide each member with a summary of developments that occurred.

THE WHITE HOUSE

WASHINGTON

PRESIDENT'S ADVISORY COUNCIL

ON

PRIVATE SECTOR INITIATIVES

AGENDA

August 12, 1983

LaGuardia Marriott

11:00 - 12:00	Introduction by Chairman Robert Galvin Brief remarks by Jim Coyne
12:00 - 1:00	Working Lunch
1:00 - 3:00	Agenda will include a discussion on: <ol style="list-style-type: none">1) Advisory Council goals and objectives2) Final selection of subcommittees and members3) Selection of subcommittee chairmen4) Establishing a process for adopting subcommittee agendas5) Determination of future subcommittee meetings
3:00	Bus departs for South Bronx
3:30	Tour South Bronx project
4:00	Tour concludes

THE WHITE HOUSE

WASHINGTON

August 2, 1983

MEMORANDUM FOR JAMES K. COYNE

FROM: ROBERT A. F. REISNER
ALEXANDRA H. SIMONS

SUBJECT: Potential Agenda for Advisory Council
Subcommittees

As we have discussed, self-initiated projects by the Advisory Council Subcommittees will be the most effective types of projects undertaken. Yet, there may be a need for some suggestions at this early stage.

This paper is a menu of ideas for subcommittee consideration. These ideas may be a helpful starting place.

General

There has been discussion of several general projects that might build awareness of Private Sector Initiatives. These include:

- Development of public issue curricula in the major business schools. Bill Verity has been working with the professional schools to develop interest.
- A marketing project. In light of the need to build awareness of the success and importance of private initiatives, there has been discussion of a major marketing campaign.

Specific

Education

- Adopt-A-School. Throughout the country private businesses and other institutions including naval ships have established educational partnerships. The Council might hold hearings or even establish an institution to facilitate the adoption (or some like to call it marriage) process.
- Model Schools. Given the variety of experimentation that has been and will be encouraged in the United States, the Council might identify privately-funded schools in disadvantaged communities. Supporting and publicizing these successful schools would focus public attention on the benefits such programs provide to disadvantaged youths and to society at large.

- Literacy Programs. Increasing attention is being given to issues of adult literacy for a number of reasons including problems with bilingual minorities, productivity and increasing demand for adult education. The Council could give major stimulus to the Coalition for Literacy (a consortium of businesses and voluntary organizations) or to the efforts of Mrs. Bush and Secretary Bell to create a major literacy initiative.

- Tax Credit/Voucher Programs. Recreating an educational voucher program has been proposed by minority communities and policy analysts. In lieu of federal assistance to school districts, the money is given to the disadvantaged family who wants the option of private/parochial school education for their children. Finding communities where there can be such experimentation is not easy. But the Council could explore such an experiment to initiate the first stages of feasibility analysis. No single educational project would go farther to encourage the benefits of a market approach to selecting educational institutions.

- Math/Science Teaching. There are numerous voluntary math and science programs that have been proposed as experiments and supplementary curricula. The Council could initiate a series of experiments by supporting groups that have made such proposals.

Jobs

- Job Search Assistance Programs. This program is a partnership between the National Alliance of Business, the AFL-CIO and the Department of Labor. It is a good example of the kind of voluntary activities that facilitate the problem of the displaced worker. The program will soon have been initiated in four cities. The Council might act to identify new potential site visits.

- Institutionalizing Job-a-thons. The Job-a-thon idea began in Cedar Rapids, Iowa a year ago. There have been more than thirty job-a-thons where local television stations devote their broadcasting time to a call-in show to promote job placement. The President has called more than thirty stations to support the effort. But once the show is over there is still plenty that could be done to institutionalize the process of job placement. The Council could work with broadcasters to institutionalize the program. Another possibility would be for the Council to encourage the major networks and their affiliates to sponsor a "national" job-a-thon.

International (continued)

- International Charitable Organizations. These organizations, which suffer from many of the same management concerns as domestic foundations, could benefit from the Council's assistance with financial and management support. The Council could sponsor a series of seminars that would provide guidance on financial and management skills.

- World Communications Year is a designation given to a voluntary organization of companies in the communications industry concerned with issues of international trade and development. The WCY program has received active support from the President. These companies are committed to investing in developing nations. In the final six months the WCY program could, however, use the support of the Council to ensure that concrete investments are in fact made, thereby demonstrating the United States' leadership in international communications.

Deregulation

- Advisory Panel. The Vice President has sought the support of the Council in exploring areas where the alternative to existing regulation may be found through the private initiative process. User fees are an example of such initiatives. The Council might appoint a committee to serve as an advisory panel to the Vice President's Task Force on Deregulation.

- Regulatory Relief. Many of today's complaints about regulations come from community organizations. Their self-help efforts have been stifled by regulation and government's heavy hand. The Council might explore the concept of community validation of regulations. That is, through means of hearings in disadvantaged communities, the Council might explore barriers to community self-help.

- Privatization. The traditional complaints that regulations can be better borne by large corporations than by small businesses has an impact upon the private initiatives process in many ways. By means of serious analysis of the barriers to private community service, the Council might have a significant influence upon encouraging privatization. In the field of child care, for example, government regulations have had a detrimental impact upon community provided services. This is a subject that should receive high level considerations and perhaps the Council might play a role.

Families/Communities

- Child Care Luncheons/Seminars. Funding has been secured for ten more luncheons to raise child care options to the attention of chief executive officers. The Advisory Council cosponsors the luncheons. Members could assist with generating attendance from local corporations. Members could provide input on format. New cities might be added to the current list with the Council's support.
- Shelter Program. Identification and exposure of successful shelter programs are needed. Development of new relationships between builders and communities to provide affordable housing to low-income groups could be facilitated by the Advisory Council's intervention. This would help broker relations among HUD, private sector organizations and communities.
- Elderly. A major potential emphasis of the Council might be to provide the elderly with supplemental housing needs. Promising new ventures among churches, developers and community organizations are creating intermediate housing projects. A partnership similar to the one in Huntsville, Alabama, where the local community created a public transportation system is a model for another kind of service to the elderly that the Advisory Council could explore.
- Safety Belt Campaign. To join the Department of Transportation in its efforts to increase seat belt use could be undertaken by the Advisory Council. Sponsoring a marketing campaign, a sign-up/commitment campaign are examples of potential Advisory Council involvement.

Management

- Promotion of Increased Professionalism. Great attention has been given to the need for development of professional tools in the non-profit sector. The Council might initiate new educational programs that would offer hard skills in business management, accounting and fund raising for foundation executives and charitable organizations. One avenue the Council might pursue is the use of university professors and experienced non-profit managers in developing new curricula.
- Foundations. The identification of problems confronting Foundations and their contribution to the

arts, etcetera could be explored. Recently Congress held hearings on tax rules governing Foundations. The Council might serve as a mediating force between the public and private sector in addressing these concerns.

- Development of Mediating Structures to assist community management. There is a lack of communications or an opportunity to share common experiences and information among non-profit and community self-help groups. To strengthen networks and fair representation, the Council may consider strengthening the development of associations of self-help groups by supporting individuals who serve as mediators for these community groups. Recent efforts by the Center for Neighborhood Enterprise in Washington may provide some good examples here.

THE WHITE HOUSE

WASHINGTON

August 2, 1983

MEMORANDUM FOR JAMES K. COYNE

FROM: ROBERT A.F. REISNER

SUBJECT: ACTION MEMORANDUM FOR THE PRESIDENT'S ADVISORY
COUNCIL ON PRIVATE SECTOR INITIATIVES

Bob Galvin has asked the White House Office to assist the Council by providing written thoughts on direction, goals and objectives.

This memorandum provides ideas for the newly-formed Council to facilitate the process of moving from the ceremonial meeting of June 28 to the business to be initiated in the meeting of August 12. The memo is intended to serve the purpose of starting the discussion.

This memo offers a roadmap; a "guidance" from the experience of the White House Office and Bill Verity's Task Force. But this memo does not seek to set policy for the Council or to choose specific projects. These steps would be taken on August 12 and in subsequent meetings.

Background

The President's Advisory Council on Private Sector Initiatives was created by Executive Order on June 27, 1983. Twenty-eight members of the Council were sworn in by the Attorney General on the morning of June 28. Attached to this memorandum is a copy of the Executive Order, the list of announced members and a copy of the remarks delivered to the council by President Reagan on June 28.

In a subsequent announcement, there were five additional members of the council announced. Today, there are three additional members of the council to be appointed by President Reagan.

Mission and Goal of the Council

The purpose of creating a Presidential Advisory Council on Private Sector Initiatives is to provide a mechanism for enhancing Presidential leadership to stimulate action to solve social and economic problems. President Reagan noted the momentum of the private initiatives movement in his remarks to the Council, "I am asking you to contribute your energy to a national movement that's already energized." What is needed from the council, is the leadership and the vision to take individual ideas in selected communities and leverage them into national solutions to broad problems.

In the President's words, "All over the country people are finding new solutions for the problems they see in their communities, but they can use your help too. We want to activate even more of that energy in our people. We need your help in multiplying the applications of all the good private sector ideas and projects that abound in the country."

The specific actions that should be taken to develop private solutions to individual problems were left to the creative energies of the Council, though the President did note that "We need each of you to help us find ways to build the networks, develop the partnerships and find the resources to make seemingly small ideas become national solutions..."

The substantive areas that should be priorities for Council involvement were mentioned in general terms because of the breadth of the Private Initiatives concept. "Private initiatives are as basic as the American tradition of neighbor helping neighbor, as selfless as are millions of volunteers and as simple as a helping hand."

Yet in the course of his talk, the President did note initiatives that have already been taken in the areas of priority policy concern for the Administration such as education, jobs and health care.

To consider mechanisms that the Council might use in taking action, a note on mechanics is helpful.

Mechanics

As outlined in the Executive Order, the Council will exist for 24 months. Federal funding of the projects of the Council will almost certainly be limited given the overall budget constraints. In fact, the philosophy of private sector initiatives suggests that resources should come from the private sector. Generally, it is thought that the government's role should be to support the private sector's lead.

However, the Executive Order does provide some important flexibility that will permit the Council to form Project Teams that are supported by Cabinet Agencies. The Order creates the opportunity to establish operating subgroups. The project teams or operating subgroups, must be established for periods of less than one year.

What this means is that the Council and its subcommittees will exist for two years and will have limited funding. But "operating subgroups" may be created to carry out specific tasks and they can be funded by cabinet agencies to form public/private partnerships or to engage in some other activity that is deemed appropriate to the broad mandate of the cabinet department. (Lawyers from the agency would have to review a proposed activity, of course, and the Cabinet Secretary involved should probably serve on the relevant project team.)

Beyond the mechanics of the government's administrative process, the Council has broad flexibility to choose national problems and to encourage private initiatives that may help solve them.

Subcommittees

There were seven subcommittees discussed in the initial meeting of the council. These were:

Building Educational Resources -- The committee will be concerned with developing new partnerships between private organizations and educational institutions through such means as the adopt-a-school programs.

Achieving Full Employment and Improving Productivity -- The committee will develop new partnerships and programs to encourage employers, labor unions, communities and other organizations to cooperate in solving problems such as those of the displaced worker.

Preserving Families and Communities Resources -- The committee will work with programs such as the shelter program, the food bank programs and other concerns with community problems such as those of the elderly, lost children and drunk driving to translate promising ideas into national efforts.

Network Development -- The committee will work to develop the DATA/NET, the video data bank, and other resources for sharing information and connecting those in need of services with private sector providers.

Removing Barriers -- The committee will work with the Vice President's Task Force on Regulatory Relief, with the federal government and with state and local governments and agencies to eliminate barriers to private solutions to social and economic problems facing the country.

Strengthening the Independent Sector -- The committee will be concerned with providing the resources, the tools, and the leadership to permit the independent sector develop to its full potential.

International Private Sector Initiatives -- The purpose is to develop projects and partnerships with the private enterprises and relevant agencies to encourage private sector initiative development and the spirit of PSI in foreign nations and in developing foreign policies and assistance programs.

The organization of the committees was discussed in the initial meeting and the preliminary inclinations of the Council members were discussed with respect to their participation on the subcommittees.

August 12 Meeting

The purpose of the August 12 meeting will be discussed more completely by the Chairman at the commencement of the 11:00 A.M. session. One of the objectives of the session that has been discussed has been to formalize the formation of the subcommittees to select chairmen and to set objectives and programs for them.

Also, the Council may wish to discuss potential future reports which were specifically referenced in the Executive Order and could be presented to the President.

In a separate memo, a short summary of potential projects and areas of interest for each of the subcommittees will be discussed. This memo does not try to match specific projects with subcommittees but instead is a more detailed discussion paper.

Conclusions: From Initiatives to National Program, What Should the Council Do?

One of the difficulties that will be faced by the Council will be choosing an agenda. There are so many different kinds of projects that have been described as private initiatives that there are almost too many choices. Job search clubs, summer jobs campaigns, child care lunches, data networks, literacy campaigns, communications forums all represent different types of action.

Additionally, the council can do a number of different kinds of things within its mandate. These include:

- holding hearings;
- developing reports;
- convening seminars;
- initiating new projects that are private or jointly public private initiatives; and
- working with business schools or banks or other institutions with an interest in encouraging private sector involvement in public issues.

One effective model for action would be to expand upon existing sound ideas. Many of the initiatives that are cited as examples of private initiatives are essentially "service" projects. They are small, community-based ideas that have potential application in many communities. One of the best ways that the Council could stimulate action would be to take a model application (such as the job-search club) and find new locations for it to be introduced. This "application of models" format is one straight-forward way to make initiatives into national programs.

There are also many other classic techniques for leveraging single ideas into national programs. Beyond technical assistance teams there are other tools for providing information to new potential markets for private initiatives. "How-to" handbooks, conferences, literature and advertising are only a few examples of other approaches that a subcommittee could take in translating ideas into action.

Still another approach would be to initiate much larger projects. Instead of working with small units such as a service project in a community, the initiative process could

simply start with a project that has national scope and implications. Privatization and replacement of government functions have been concepts that have been advocated in recent years. Because the privatization of public functions is a major business concern of the investment banking community and others, the identification of single projects would have almost automatic national significance.

In conclusion, there are many approaches for the Council and its subcommittees to take in initiating action. Project groups may be formed with Cabinet agencies. Approaches such as the "application of models" or the "dissemination of information" are proven mechanisms for encouraging private initiatives to "build the networks, develop the partnerships and find the resources to make seemingly small ideas become national solutions."